



# ACET

## Blended Learning Policy

PHASE	JUNIOR & SECONDARY
POLICY LEAD	REBECCA SCUTT (EXECUTIVE PRINCIPAL/ ASSISTANT CEO)
DATE OF APPROVAL BY TRUSTEES	1 <sup>ST</sup> NOVEMBER 2021
DATE OF RECEIPT BY LOCAL GOVERNING BODY	DECEMBER 2021
FREQUENCY DATE	BI-ANNUALLY
REVIEW DATE	OCTOBER 2023

The ACET Blended Learning Policy should be read in conjunction with the 'ACET Remote Learning Policy' and the 'Remote Learning Plan' which provides specific details for individual academies.

In response to changes in Government legislation relating to self-isolation, this policy aims to:

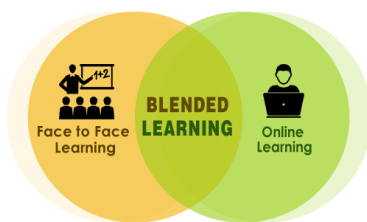
- Ensure consistency in the approach to providing an education to a class of pupils/students whereby some pupils/students are isolating at home and some pupils/students are in attendance in the academy.
- Set out expectations for all members of the academy community with regards to blended learning.
- Set out consideration for staff well-being and ensures teachers are not having to duplicate lesson planning for pupils/students in attendance in the academy and those isolating at home.

In the event of an infectious disease outbreak where some or all learners are self-isolating at home but are not suffering with relevant symptoms, ACET is committed to providing continuity of education to its learners and will do so through a process of providing work from day one of isolation and blended learning as soon as possible.

### Definition of Blended Learning

**Blended learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where the main input happens remotely (for example through video), while practice and tutoring happen in class.

### Approaches to Blended Learning



- A range of software packages will be used to teach a lesson which pupils/students at home or in the academy can view. Independent learning tasks will be made available electronically for pupils/students at home and used in hard copy in the academy. Work completed by pupils/students will be assessed in line with the academy's Marking and Feedback Policy.
- Live lessons can be delivered, in line with the ACET Remote Learning risk assessment.
- In exceptional circumstances, hard copies of packs of learning will be made available if requested, where a pupil/student is unable to learn online or where the nature of the learning task requires specialist equipment/resources.

	<p><b>Flipped Learning</b></p> <ul style="list-style-type: none"> <li>• Introducing a future lesson theme to be picked up in lesson or assessed in lesson, to gain an entry level understanding before being taught the content</li> <li>• Examples -           <ul style="list-style-type: none"> <li>• Using an on-line resource to introduce a topic which will be picked up in more detail</li> <li>• Reading a chapter of a book at home to be discussed in lesson</li> <li>• Completing an online assessment which will be reviewed and used to plan learning</li> <li>• Asking students to apply knowledge gained through work at home in class, for example to solve a problem</li> </ul> </li> </ul>
	<p><b>Enriched Learning</b></p> <ul style="list-style-type: none"> <li>• To extend knowledge and introduce experiences outside of the regular curriculum which may also support the building of cultural literacy</li> <li>• Examples -           <ul style="list-style-type: none"> <li>• Sign posting to a YouTube clip or website which continues a theme from a lesson</li> <li>• Introducing some A Level learning resources for further study into a topic</li> <li>• Recommendation to attend a club or out of school group to further enhance skills</li> <li>• Reading around a subject to gain an increased understanding/ awareness</li> </ul> </li> </ul>
	<p><b>Stretched Learning</b></p> <ul style="list-style-type: none"> <li>• To extend learning completed in the classroom in greater depth relating to the taught curriculum</li> <li>• Examples -           <ul style="list-style-type: none"> <li>• Set up enhanced resources on Google Classroom for students to access</li> <li>• Use of remote learning to offer Boost Your Grade sessions aimed at achieving higher grades</li> <li>• To sign post or assign students to external reputable learning sites such as the Oak Academy</li> </ul> </li> </ul>
	<p><b>Supportive Learning</b></p> <ul style="list-style-type: none"> <li>• To consolidate learning of a curriculum based topic to ensure understanding</li> <li>• Examples -           <ul style="list-style-type: none"> <li>• Use of Google Classroom to store key materials from the lesson for students to access at home</li> <li>• Use of one line sites for consolidation and review of learning to cement a basic understanding</li> <li>• To use Google Classroom to install a support system allowing students to interact and check their understanding or reach out for support</li> </ul> </li> </ul>

### Role of the Principal/Leadership Team

- To ensure systems are in place to support daily communication with teaching staff in order that they are aware of pupils/students who are self-isolating but well enough to work.
- To ensure the child isolating has access to a digital device to access remote learning.
- To ensure staff are not expected to duplicate lesson planning or lesson delivery.
- To ensure the best practice of remote learning is incorporated within teachers' day-day practice, as agreed with individual academy staff teams, for example, through setting of pupil/student homework/ELT.
- To ensure staff have received appropriate training in order for them to deliver remote learning methods of teaching, in order that all staff are able to deliver blended learning when required.
- To ensure there is frequent communication with staff about the effectiveness of the blended learning offer in relation to pupils'/students' learning and in relation to staff wellbeing.

## **Safeguarding**

Any safeguarding concerns arising as a result of remote learning/blended learning should be passed on to the Designated Safeguarding Lead immediately, in line with the academy's Safeguarding Policy.

## **Other Considerations**

There is very limited evidence about the effectiveness of remote education and blended learning practice in schools. At ACET, our plans for remote education and blended learning reflect the fact that evidence is emerging and that practice is evolving. This will be reflected in any updates to the blended learning offer across the trust.

## **Links to Other Policies (Academy-specific)**

- Behaviour Policy
- Safeguarding Policy
- Remote Learning Plan
- Curriculum Policy/Curriculum Rationale